

Eat Smart Be Smart

Be A

MyPlate
Kid!

-  **Grade Level:** Third **Lesson Time:** 30 Minutes
-  **Integrated Core Subjects:** Reading, Writing and Health Enhancement
-  **Montana Content Standard:** Reading Standard 1: Students construct meaning as they comprehend, interpret, and respond to what they read. Writing 1: Students write clearly and effectively.
-  **Montana Content Standard:** Health Enhancement 6: Students demonstrate interpersonal communication skills to enhance health.
-  **Objectives:** Students will identify the food groups of the MyPlate and list foods which belong in each food group; list examples of daily physical activities students enjoy to stay active; and plan healthy snack food choices.

Lesson/Activity

1. This lesson will utilize cooperative learning strategies to allow the students to explore MyPlate in more depth. MyPlate shows a place setting that reflects healthful foods in the proper portions. Through the process of the students working together, they will explore the key message of each food group, foods within each group, and begin to recognize key nutrients in each food group. They will then work as a class to plan healthy snacks from all of the five food groups.
2. Using a MyPlate poster discuss the five food groups. Show how the space shown on the plate for each food group represents the portion recommended. Review the food pictures showing which foods are in each group.
3. Divide the students into five groups and assign each group a food group. Choosing Power Foods from the MyPlate work sheet to each group. Have one student in each group act as the recorder.
4. In each group, have the students work together to explore their food group in detail by answering the questions on the work sheet. The work sheet refers to the key message for each food group:
Help students fill in these answers for their group.
 - Grains, "Make Half Your Grains Whole,"
 - Vegetables, "Vary Your Veggies,"
 - Fruits, "Focus on Fruits,"
 - Milk, "Get Your Calcium-Rich Foods," and
 - Meat and beans, "Go Lean with Protein."
5. Encourage the students to visit <http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html> for information on their food group. The work sheet will challenge the students to list foods in each food group but also identify foods that are "power" foods within each group. For example, in the grains group, whole grain sources would be considered "power" foods. See the Choosing Power Foods Answer Key for additional explanations. Explain that within each group there are some foods they should eat more of than others (i.e., bagel or bread versus donut or cake).

Materials Needed

- Markers
- A copy of the MyPlate poster
- A copy of MyPlate handout
- A copy of the Choosing Power Foods work sheet from the MyPlate for each group of students (five groups per class)
- Food pictures and the Healthy Snacks for Home and School handout



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6. After the groups have completed the work sheet, have a class discussion of each food group.
7. In order to help the students plan healthy snacks, work as a class to plan healthy snacks with the foods identified as "power" foods. Each snack should have a serving from two food groups. Ask the students what criteria they may consider in making a healthy snack. Answers may be a healthy snack has at least one power food in it, it tastes good, it is easy to make and/or it is affordable.
8. Have the students in the grain group go to the front of the class and write their five power foods on the board. Ask a student from the other groups to name one of their power foods that could go with the grain food to make a healthy snack. Have the student come up and write the food next to the grain group. Discuss the reason these are power foods. Students could hold pictures of the foods if available. Make sure that at least one food from each of the other food groups are paired with a grain to emphasize enjoying snacks with all of the food groups. If time permits, ask the students to name a favorite healthy snack of their own and explain the reason it is a healthy snack.
9. Review the concept of balancing food with play. Encourage kids to do something active every day. Ask the students to give examples of activities they do every day to be active. Ask them why they think it is important to move their bodies or be active each day.
10. To close the lesson, distribute the Healthy Snacks for Home and School handout and ask the students to share it with their parents. The homework assignment is to have the students write two healthy snack menus (that meet the criteria for a healthy snack), and write two examples in their health journals of physical activities that their families will enjoy this week..



Outcome Goals

-  Students will be able to name the food groups that make up MyPlate.
-  Students will be able to list foods and name power foods within each group.
-  Students will write two ways to keep physically active.
-  Students will understand how to plan a healthy snack.

Extending the Lesson

-  Using the Snack Cases handout, a group of students will work together to come up with a solution concerning planning healthy snacks. Divide the students in 5-6 groups and assign a snack case to each group. Have them read the case and come up with an answer based on the information learned in the lesson (snack criteria, inclusion of power foods). Then, have each group present their case to the class and have a class discussion on each topic.

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